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| **Halifax County Schools - Elementary School Weekly Lesson Plan** | | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | | **Grade Level: 5th** | | | **Date(s): Unit 1, Week 4 (5.ela.u1.wk4)**  **September 19 – September 23** | | | |
| **Curriculum Area:** | English Language Arts | | | | **I Can Statements & Learning Targets (I can……..):**  I can quote accurately from a text  I can quote accurately to support an inference about a text  I can use information from a text to make an inference  I can use the writing process to write informative/explanatory texts  I can participate productively in discussion groups | | | | | | |
| **Content: NC ScoS**  **RL5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL5.5** - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  **RI5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI5.5** – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **RFS5.3a** Know and apply grade-level phonics and word analysis in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.  **RFS5.4**Read with sufficient accuracy and fluency to support comprehension.  **W5.2**  (informative/explanatory texts)  **W5.2a** (prewriting), **W5.2b** (drafting), **W5.2c** (revising), **W5.2d** (editing), **W5.2e** (publishing)  **SL 5.1a (**prepare)**, SL5.1b** (discussion roles)**, SL5.1c** (contribute)**, SL5.1d** (review)  **L5.4a** (context), **L5.4b** (spelling derivatives), **L5.4c** (dictionary use, et al.) | | | | | **Technology Standards & Resources:**  5.SI.1 Apply criteria to determine appropriate informational resources for specific topics and purposes.   * 5.SI.1.1 Use various types of resources to gather information.   Online websites  Smartboard  Document camera | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | **RL5.1/RI5.1 -** What inferences can you make? What information would you need to support the inference?  **RL5.5/RI5.5 -** How would this change if we took out the \_\_\_\_\_ stanza/chapter/scene? Why do you think the author wrote this as a \_\_\_\_\_\_ instead of as a \_\_\_\_\_\_\_? The author organized this chapter by chronological order, what organizational structure did the author of the other book use?  **W5.2 -** How will you narrow the focus of your writing? What relevant facts support the topic? | | | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | | | | Create writings that reflect content understanding and character point of view.  Apply understanding of text and text meanings for text annotation.  Use writing process to revise texts to answer reader questions. | | |
| **Vocabulary:**  Academic/Content | Revise, edit, advertisement, article, heading, journal entry, diary, salutation, signature, address, line break (with an actual line in olden times), organize, topic sentence, conclusion sentence, details, newspaper, guide, indentured servant, slavery, slave | | | | **Teacher Resources:**  Hakim, Joy. (1993) . A History of US: From Colonies to Country. (New York: Oxford University Press).  Hermes, Patricia. (2001). The Starving Time: Elizabeth’s Diary, Book Two. New York: Scholastic, Inc.  Online websites  Reading folders  Constructed Response notebooks  Colored pencils (T), red and green each child, other colors too  Reading notebooks  Rulers  Dictionaries, thesauruses | | | | | | |
| **Monday**  **Subject Integration:**  **Social Studies, RL5.1, RL5.5, SL5.1a, SL5.1b SL5.1c, SL5.1d** | **Whole Group (45 min.)** p. 38-43 TST:ED, Book II, one copy per child  **A)** Hook – “Remember the journal entries we wrote last week? We are going to be reading a fictional journal excerpt about a character living in Jamestown. I want you to pay attention to the craft the author exercises. Specifically, we are honing in on how the author tells a fictional account with such detail. What did the author have to do to be able to provide such detail?”  **B)** Chorally read p. 38-39 as a group. Annotate texts as you read. Dissect how the text is written (chronological order, by date. Same feeling pervades entire entry. Keeps addressing lack of food so we understand they are starving.  Set up group work. The entire group will read together (choral or popcorn), no reading ahead. Entire group will annotate together about shared text feature and text connection (RL5.5) parts. As a group member mentions either part, the member will also cite appropriately to help group members find section for reference.  **C)** Tables read remainder of text, annotating. Teacher will monitor while students are doing so.  **D)** When groups finish, lead discussion and development of a double entry journal which focuses on the main ideas of the entries each day. Students reference text and annotations to support assertions. Bring about an understanding that the author chose to write this way to tell the story. Dates are skipped because they aren’t important, just that time does evolve. Author links ideas up to the 1st person accounts (primary sources) which exist from that time.  **E)** Spelling pretest. | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Tuesday**  **Subject Integration:**  **Social Studies**  **W5.2a, W5.2b, SL5.1c, RI5.1, RI 5.5, RFS 5.4** | **Whole Group (45 min.)**  **A)** Hook – Student partners will explore <http://www.history.org/foundation/journal/Autumn10/news/#house>. Students will keep notes of the various articles and advertisements in the colonial newspaper. (Suggest using a webquest-style worksheet to guide their explorations and note taking.)  **B)** Set up challenge – to produce a newspaper with articles and advertisements about life in the colonies. Each student will be responsible for 1 piece for the paper, which will include the who, what, when, where, why, and how (much, if any) of the situation. They shall reproduce the language style of the time period. This newspaper will be shared within the colonies (target audience).  **C)** Begin brainstorming types of articles and advertisements. Students can refer to prior texts and notes for ideas. Keep list (visible also on SB) using Linoit (linoit.com) sticky note program or a similar one. Begin distributing tasks – try to match strength and interest to task. Groups work together, supportive. Expect organized chaos as student voice increase and students use intertextuality to assist with content.  **D)** Draft their articles and artifacts. Continue during Daily 5.  **E)** Turn in webquests for quick feedback (return tomorrow). Sum up by discussing progress made and what you expect for Daily 5 time. Explain they can contribute more than one but each will be of strong quality before it is printed. | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Wednesday**  **Subject Integration: Social Studies, SL5.1a, SL5.1b, SL5.1c, SL5.1d, RI5.1, RI5.5** | **Whole Group (45 min.)** p. 40-41 AHoUS, a copy per student  **A)** Hook <http://www.history.com/topics/thirteen-colonies/videos>  What does tobacco then set up for the colonies? (indentured servitude, slavery).  **B)** Lead students in conversation about topics (tobacco, colony, south, production). Go over what a topic sentence is (gives main idea), details and concluding sentence (restates main idea), model for a couple paragraphs on p. 40. Distribute colored pencils for underlining.  **C)** Read aloud in groups (choral or popcorn by paragraph), determine at end of each paragraph the TS, details, and concluding sentence. Scribe will keep track of main idea of each paragraph to pull together the argument, using double entry journal:  Citation Main idea .  **D)** Pose question – “How might the growth of another (different) crop have affected**/**influenced the development of slavery in our country? What evidence from your readings or the video supports your assertion?” (students refer to a text for support). Each group discusses, determines a consensus opinion, and presents their posters with annotated notes to the group. (10 min. project).  **E)** Sum up question. TOtD: “What was your opinion about how slavery developed in the US? What did you do in your work with your partner?”  Discuss after collecting what partners did and how they should participate next time. (moving towards self-assessment of group work) | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Thursday**  **Subject Integration: none**  **W5.2** (write informative, using writing process)**, W5.2c, RL5.1, RL5.5** | **Whole Group (1 hour)** Need journal entry from last week, spare paper, scissors, tape for each partner group, colored pencils.  **A)** “We’ve been learning about explanatory and informative writings. What is the key feature you have in such writings?” (descriptive details which show what is being talked about, headed and followed by TSs and CSs). “Let’s look now at our writings from last week.”  **B)** Model with a journal entry you wrote. “We are first looking at the organizational structure of each paragraph.” Choral read paragraph 1. Look for TS, details, and CS, coloring each with colored pencils. “What is needed here?” Cut paragraph and tape to empty sheet of paper, leaving room for missing information. Talk about options of adding information and how you can add it. Add the missing information in sentence form. Explain today’s task to the students.  **C)** “In partner groupings, we’ll look first at one partner’s writing. You are looking for what is missing from paragraphs. Now, I do have to let you know that some journal entries contain information that’s extra, that just adds to the ‘voice’ of the author, and that’s okay. You aren’t looking to get rid of that sort of stuff; instead, you are looking to build the descriptive elements in the pieces. What details can you add? What information does the reader need in order to understand what it looks like there, then, what it smells like, feels like, etcetera? THAT is what you are looking to do – revise to ADD in descriptive elements. You’ll work on partner one’s entry for 10 minutes, then partners two’s for 10 minutes. Afterwards, be prepared to talk to your group about what was needed, a brief 1 minute synopsis.” Set up visual timer, monitor groups and provide microteaching as needed.  **D)** Call upon students to share at group level. Have groups add material as needed. (Will be loud as they work cooperatively.) (5 minutes)  **E)** “What was the focus of today?” (revising to add descriptive elements) “Did isolating the topic sentences, details, and concluding sentences help you in doing that?” TOtD – turn in completed work. (You need to provide written feedback on sticky notes for students, but also use the work to determine success with revising stage/assessment.)  **F)** Practice spelling test. | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Friday**  **Subject Integration: none**  **W5.2** (write informative, using writing process)**, W5.2d, SL5.1a, SL5.1b, SL5.1c, SL5.1d, RL 5.5** | **Whole Group (1 hour)**  **A)** Students need to pull out their articles and advertisements. Have then share with tables.  **B)** Distribute writing rubric or checklist that delineates the criteria for the assignment. Model how to check our work against said criteria and revise appropriately. Encourage students to then review their work with table partners. Revise.  **C)** Revise journal entries as well, adding material learned this week. Model how to cut the work up to add new material. Encourage working with table partners. Revise.  **D)** Discuss why we did this with peers (learn from each other, allowed to focus on the work in purposeful cooperation). “What impediments did you face? How did you solve the problem?” “Why was this valuable?”  **E)** Spelling test | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  --  Action/Activities:  -- | | | **Reflection-Checking for Understanding**  Students on target:  --  Action/Activities:  -- | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  --  Action/Activities**:**  -- | |
| **Daily Five Activities for the Week** | **Read to Self**  See small group routines | **Read To Someone**  See small group routines | | **Listen to Reading**  See small group routines | | | **Word Work**  See small group routines | | | | **Work on Writing**  (none this week) |

**Daily 5**

* Understand that the Daily 5 stations emphasize stamina, followed by application of skills. Therefore, the students need to be Reading to Self for long stretches of independent time more than other options, at a minimum of once a day. We also need to ensure there is accountability, so a rigorous 5 minute reader response is suggested. You may wish to have them respond to questions that practice the focus reading skills of the week.

**Guided Reading**

Because GR is level specific, here are some links to help you with the planning of the lessons. Basically, a level G group and a level W group will be doing different tasks, discussing different things, and have vastly different reading material.

<http://olc.spsd.sk.ca/De/PD/instr/strats/guided/guided.html>

<https://www.teachingchannel.org/videos/guided-reading-differentiation-system> (free registration needed)

<http://www.readwritethink.org/professional-development/strategy-guides/using-guided-reading-develop-30816.html>

**More information about strategies in lessons**

**Instructional conversation**

<http://manoa.hawaii.edu/coe/crede/videos/instructional-conversation/>

**Managing newsletters**

<http://eduscapes.com/sessions/publishing/managing.htm>

**Newspaper rubrics**

<http://eduscapes.com/sessions/publishing/managing.htm#5>

**Colonial Newspaper project specifications ideas**

<http://www.missmiddendorfonline.com/colonialwebquestprocess.html>